

MARY FORD ELEMENTARY

3180 Azalea Drive
N. Charleston, South Carolina 29405

GRADES PK-5 Elementary School

ENROLLMENT 334 Students

PRINCIPAL Jance H. Malone 843-745-7131

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	48	47	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

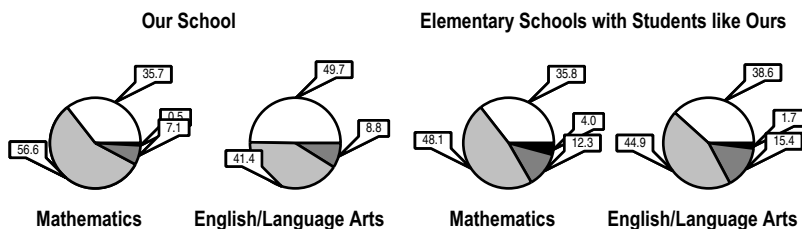
FOR MORE INFORMATION, VISIT WEBSITES AT:




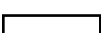
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Good	N/A
2002	Below Average	Good	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	66	54
Percent satisfied with learning environment	91.2%	93.8%	81.1%
Percent satisfied with social and physical environment	91.2%	90.9%	74.5%
Percent satisfied with home-school relations	41.2%	86.4%	77.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	204	98.5	49.7	41.4	8.8	N/A	8.8	17.6
Gender								
Male	99	98.0	58.9	34.4	6.7	N/A	6.7	17.6
Female	105	99.0	40.7	48.4	11.0	N/A	11.0	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	204	98.5	49.7	41.4	8.8	N/A	8.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	162	99.4	48.6	40.3	11.1	N/A	11.1	17.6
Disabled	42	95.2	54.1	45.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	204	98.5	49.7	41.4	8.8	N/A	8.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	204	98.5	50.3	40.4	9.4	N/A	9.4	17.6
Socio-Economic Status								
Subsidized meals	204	98.5	50.3	40.9	8.8	N/A	8.8	17.6
Full-pay meals	N/A	0.0	40.0	50.0	10.0	N/A	10.0	17.6

Mathematics								
All students	204	99.0	35.7	56.6	7.1	0.5	7.7	15.5
Gender								
Male	99	99.0	39.6	53.8	5.5	1.1	6.6	15.5
Female	105	99.0	31.9	59.3	8.8	N/A	8.8	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	204	99.0	35.7	56.6	7.1	0.5	7.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	162	100.0	29.7	60.7	9.0	0.7	9.7	15.5
Disabled	42	95.2	59.5	40.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	204	99.0	35.7	56.6	7.1	0.5	7.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	204	99.0	36.6	55.2	7.6	0.6	8.1	15.5
Socio-Economic Status								
Subsidized meals	204	99.0	34.9	57.0	7.6	0.6	8.1	15.5
Full-pay meals	N/A	0.0	50.0	50.0	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	48	N/A	44.7	38.3	17.0	N/A	17.0
	Grade 4	80	N/A	41.1	50.7	8.2	N/A	8.2
	Grade 5	74	N/A	52.5	39.3	8.2	N/A	8.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	98.1	27.9	53.5	18.6	N/A	18.6
	Grade 4	59	100.0	48.1	38.9	13.0	N/A	13.0
	Grade 5	93	97.8	61.9	36.9	1.2	N/A	1.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	48	N/A	61.7	34.0	4.3	N/A	4.3
	Grade 4	80	N/A	46.6	45.2	5.5	2.7	8.2
	Grade 5	74	N/A	41.0	47.5	11.5	N/A	11.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	100.0	25.0	61.4	11.4	2.3	13.6
	Grade 4	59	100.0	46.3	42.6	11.1	N/A	11.1
	Grade 5	93	97.8	34.5	63.1	2.4	N/A	2.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 334)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	Down from 9.8%	2.6%	2.4%
Attendance rate	94.6%	Down from 95.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.0%	Up from 0.9%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.5%	Down from 11.9%	8.3%	8.0%
Older than usual for grade	21.9%	Up from 4.4%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	44.4%	Up from 42.5%	46.9%	50.0%
Continuing contract teachers	69.4%	Up from 67.5%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.2%	Up from 66.2%	79.8%	86.2%
Teacher attendance rate	95.3%	Down from 96.5%	95.1%	95.3%
Average teacher salary	\$37,735	Up 3.9%	\$38,268	\$39,909
Prof. development days/teacher	N/R	N/R	13.0 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	15.3 to 1	Down from 17.7 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 90.4%	88.6%	89.7%
Dollars spent per pupil*	\$7,615	Up 27.4%	\$6,769	\$5,892
Percent spent on teacher salaries*	70.6%	Down from 72.8%	63.6%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mary Ford Elementary School's mission is to develop confident, independent thinkers prepared to lead meaningful and productive lives in a diverse society by providing students with an arts enriched, standards-based curriculum using extensive resources that include the nurturing and guidance of dedicated staff, parents, and community members. We have made great strides towards this mission in spite of the challenges often associated with urban and high poverty schools. Mary Ford Elementary School received the Palmetto's Silver Award and Charleston County School Improvement Award for its gains in student achievement on PACT. In addition, our school is proud of our Community of Readers Award, which highlights the integration of reading across the curriculum.

While we are quite pleased with our accomplishments, there is still much to be done in order to maintain our progression toward excellence. Reading, writing, math, and technology skills remain areas of focus for our staff, students, parents, and supportive community members who also believe that "all children can learn" and will, given the necessary resources, quality instruction, and encouragement.

Each year, we are faced with new, or continuing challenges of meeting the basic needs of our students, retaining quality teachers, providing effective staff development, etc. Our goals are to continue our work with curriculum mapping, increasing technology skills of staff and students, refining our school wide character ed and discipline programs, and increasing parental involvement in the education process.

We want to encourage you to accept our challenge of becoming involved with our students and school! Volunteer as a mentor, or after school tutor. Join the PTA and School Improvement Council. Become a business partner, participate in our Title I parenting programs, or help sponsor a school event. We need you! Our students need you! Together, we can make a difference, a big difference!

Janice Malone, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.